DOCUMENT RESUME

ED 388 760 CE 070 104

AUTHOR Khan, Fern J.
TITLE Division of Continuing Education at Bank Street: A Model of Collaboration. Report.
INSTITUTION Bank Street Coll. of Education, New York, N.Y.
PUB DATE May 95
NOTE 53p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Agency Cooperation; Articulation (Education); *Continuing Education; Delivery Systems; Early Childhood Education; *Educational Cooperation; Financial Support; High Schools; Information Dissemination; Inner City; Intercollegiate Cooperation; Interdisciplinary Approach; Junior High Schools; Literacy Education; Middle Schools; Models; Outcomes of Education; Outreach Programs; Professional Continuing Education; Program Development; *Program Effectiveness; *School Community Relationship; Staff Development; Technical Assistance; Urban Areas; *Urban Education
IDENTIFIERS *Bank Street College of Education NY

ABSTRACT

The Division of Continuing Education of Bank Street College of Education (BSCE) in New York City is working to change the lives of inner city children, their families, and communities by emphasizing collaboration. During the 1994-95 academic year, the division served more than 3,900 adults and children, 15 agencies, and 30 schools through the following distinct, yet interrelated program areas: (1) continuing professional education; (2) direct service delivery programs; and (3) staff development, technical assistance, and training. Among the populations served by various special projects within the BSCE's division of continuing education were the following: infants, toddlers, preschoolers, and elementary school children; inner-city adolescents; homeless families; and educators and other staff of the schools and community-based organizations serving the community surrounding BSCE. In 1994-95, the division's activities centered around achieving the following goals: develop a long-range plan; identify new funding focusing on early intervention programs for children/families and staff working with them; implement professional development activities for staff; and expand programs to increase revenues. (Appendixes constituting approximately 60% of this document contain the following: program descriptions, 30-item bibliography of dissemination tools, information about selected program accomplishments/outcomes, organizational chart, lists of staff and funders, budget information, and long-range program goals.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 760

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. D. Khan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE070104

BEST COPY AVAILABLE

The Bank Street
College of Education

Bank Street

May 1995

Dear Colleague:

This report is about the work of the Division of Continuing Education at Bank Street College. As you read the material, you will understand why we do this work and share our strong belief that, together with our collaborators, we can and do make a difference in the lives of children, youth, families and the adults who work with them. The process of planning and conducting such work is consistently enlightening and challenging for all of us in the Division. We are always seeking ways to share what we have learned and the resulting outcomes, hence this report.

This report also provides an opportunity to recognize and to thank our Program Directors: Judith Gold, Ken Jewell, Ilma Lima, Carol Lippman, Karen Paxton-Harris, Toni Porter, Associate Dean Eileen Wasow and Fiscal Associate Merrill Lee Fuchs and their staffs for the ideas contributed to this report through our weekly meetings. These valuable insights are especially reflected in Chapters II, III and VII.

I also wish to thank Trustee Lynn Straus whose list of questions about the Division of Continuing Education served as a stimulus for this report; Dean Mary Kay J Demetry-Jeynes of Marymount Manhattan College for her invaluable editorial suggestions; Dean Judy McGaughey of La Guardia Community College and Jody Cale of Wheelock College for providing descriptive material and Elva Berger for her patience in preparing several drafts.

Please feel free to contact me with questions and comments as well as suggestions for increased fiscal support and new areas for program development and collaboration.

Your feedback related to our programs will be most welcomed.

Sincerely,

Fern

Fern J. Khan, Dean
Division of Continuing Education

Division of
Continuing Education
Graduate School
of Education
School for Children
and Family Center

610 West 112th St
New York NY
10025-1120
Tel 212 875-4513
Fax 212 875-4547

TABLE OF CONTENTS

		Page
I.	Continuing Education: A National Phenomena	1
II.	Continuing Education at Bank Street: Mission and Values	2
III.	The Work of the Division	3
IV.	Program Development	4
V.	Populations Served	6
VI.	Staff	9
VII.	Cross-College Collaboration	10
VIII.	Fiscal Resources	12
IX.	Contribution to the College Mission	13
X.	Long Range Goals	14
XI.	Looking to the Future	15
XII.	Bibliography	16

Appendices

Appendix A: Descriptions of Bank Street College's Continuing Education Programs
Appendix B: Dissemination Tools
Appendix C: Accomplishments of Selected Programs
Appendix D: Organizational Chart
Appendix E: Staff List
Appendix F: List of Funders
Appendix G: Five-Year Revenue and Expense Trend
Appendix H: The New Perspectives and The Family Center Collaboration
Appendix I: Long Range Goals

THE DIVISION OF CONTINUING EDUCATION AT BANK STREET COLLEGE: A MODEL FOR COLLABORATION

I. CONTINUING EDUCATION: A NATIONAL PHENOMENA

Nationally, continuing or adult education is higher education's fastest growing area. Interestingly, there is no one model for its programs or even a common name for its organization. Even the purpose or philosophy for continuing education varies from campus to campus. Continuing education is offered through centers, museums, libraries, programs, divisions, or schools of continuing education and is described as Lifelong Learning, Non-Credit Adult and Continuing Education, Continuing Education and Community Services or simply, Continuing Education. Similarly, continuing education programs are typically developed to fulfill any one of a range of purposes and so assume different forms and roles on each campus.

At some colleges, these programs serve as a bridge to degree programs for adults as is the case at Sarah Lawrence's Center for Continuing Education; at other colleges the focus may be on terminal (self-contained) programs such as Adult Basic Education or High School Equivalency Diploma Preparation (GED). Some colleges (e.g. Marymount Manhattan) offer a wide range of credit and non-credit courses including cultural enrichment, computer training, fitness, creative writing, career training and certificate programs as well as community workshops and conferences. Still others offer their adult degree and extension programs solely through their continuing education departments.

Wheelock College and the University of Texas (Dallas) have restructured their Continuing Education Programs within the last two years. Wheelock's new Office of Enrollment Management for Adult Services manages weekend master's degree and professional development certificate programs for educators, social workers and health professionals. These programs are also offered at several off-campus sites. Weekend programs, as well as all other degree and non-degree programs and courses, are offered through the graduate or undergraduate divisions. The University of Texas (Dallas) Continuing Education Program has shifted, because of competition, to a more customized approach which targets businesses and organizations to determine their needs and then designs programs and courses to meet these needs.

LaGuardia Community College in Queens, New York, recently reorganized its Adult and Continuing Education Division's program units into three teams. The Academic/Language Acquisition Team focuses on Literacy, GED, ESL and American Sign Language instruction for adult learners; the Economic Development Team

delivers programs to increase employer and worker skills and opportunities, e.g. EMT and Taxi Driving training; and the Community Services Team serves homeless heads of households, veterans, women, dislocated workers, other adults and out-of-school youth in a broad range of academic and skills training programs. The Division also collaborates with the College's Academic Division to allow for greater problem solving and resource sharing across program units which has greatly increased its cost-effectiveness.

The goals for continuing education programs are typically:

- to increase the college's revenue
- to reach nontraditional populations
- to respond to the needs of a community, private or public agency, business or corporation within a reasonable time frame
- to serve as a model for lifelong learning
- to build linkages with alumni or
- to fulfill any combination of these

II. CONTINUING EDUCATION AT BANK STREET: MISSION AND VALUES

The Division of Continuing Education has been at Bank Street College for six years. It is distinguished from most continuing education programs in higher education institutions by

- a deeply felt mission to bring about change in the lives of inner city children, their families and communities
- a goal of linking the college to diverse populations
- its commitment to a set of college-wide values
- its emphasis on cross divisional collaboration
- a willingness to take programmatic risks

The division's staff is interdisciplinary and one whose members combine rich professional and personal resources to act as agents for change. We use our experience, skills and knowledge about child and adult development and learning as well as our understanding of the relationship between culture and environment to develop and implement programs to meet the needs of children, families and communities.

Central to our work is this set of core beliefs:

- We operate from a position of respect for the constituencies with whom we work
- We draw on models which emphasize the strengths inherent in individuals, groups and communities in planning and evaluating programs

- We recognize the importance of the developmental stages of adult learning which serves as a basis for program design
- We see Bank Street as a provider of some of New York City's best educational opportunities for urban children
- We believe that all parents want the best education for their children, and
- We design our programs to provide children, parents or groups with the knowledge and skills they need to take control of their lives

The philosophy of Continuing Education at Bank Street is also reflected in Lisbeth Schorr's work, *Within Our Reach* , where she wrote that "systematic intervention and support from outside the family early in the life cycle can improve the lifetime prospects of children growing up at risk." (p.xx) Accordingly, we believe that we have enormous opportunities as professionals to make a difference in children's lives whether we are working to influence teachers to look at each child as an individual with unique strengths and abilities, or providing direct services to children, parents and other adults.

III. THE WORK OF THE DIVISION

The Division of Continuing Education is outreach and professional development. It extends Bank Street's rich history of successful, multidisciplinary outreach efforts in New York City and nationally as well as Lucy Sprague Mitchell's vision of the important role which schools must play in the lives of children and families in the neighborhood and in the larger educational community through a broad array of programs and strategies. (Please refer to Appendix A for program descriptions).

During this 1994-95 academic year, the Division served over 3,900 adults and children, 15 agencies and 30 schools through three distinct yet interrelated program areas:

1) **Continuing professional education** which recognizes the importance of lifelong professional education as a vehicle for educators to maintain their competency and to learn from each other. The New Perspectives Program offers short format, weekend courses, and generates tuition income; it is self-supporting, and serves over 1,400 people annually.

2) **Direct service delivery programs** are designed to help educate and empower target populations e.g. homeless families. These programs are all grant funded and over 1,000 adults and children have been served this year. The challenge for directors is to consistently identify funds to keep the program and services operational.

3) **Staff development, technical assistance and training** provide technical assistance to schools for their instructional staffs and to community-based organizations as

they develop family support programs. This training has been provided to over 45 schools and organizations and 734 professionals and paraprofessionals. Another 770 adults' information and training needs were addressed through conferences.

The Division carries out its work through a range of on and off campus projects:

- Through *Even Start, Head Start ((classroom and Home-Based) and Partners For Success,* good early childhood, parent education and family support, and parent/child interaction programs are developed and offered.

- Through the *Liberty Partnerships, Middle Schools, Vision 21 and I Have A Dream programs,* the opportunities available to today's youth are broadened by our work with schools and adolescents in the areas of school reform, curriculum development and enrichment programs for young people.

- Through *Project Healthy Choices, the New Perspectives Program, the Center For Family Support, the Folklore Research Center , the Center for Access in the Education of Deaf Children ,* professional development, training and technical assistance are offered across a wide variety of disciplines.

IV. PROGRAM DEVELOPMENT

In the Division, program development takes place on many levels--the Dean, program directors, program staff, funders and recipients of our services all provide important input. Programmatic goals are reviewed formally as part of the annual staff evaluation process. During these discussions program directors meet with individual staff to review program and other outcomes from the current year's work, discuss funding availability and how new or continued funding needs to be identified. The Director then develops fiscal and programmatic implementation strategies for the future. Each program director shares his/her program goals and implementation plans with the Dean, who then uses this knowledge as a base from which to develop two or three broader divisional goals within the context of the college, the division, and external influences or markets. For example, **the Divisional goals** for this 1995 academic year are to:

1) develop a long range plan for the division
2) identify new funding focusing on early intervention programs for children and families and training for the staffs who work with them
3) implement a professional development agenda for our staff and
4) expand programs to increase revenues

Over the past five years, programs within the division have remained quite stable. Project Healthy Choices, The Liberty Partnerships, Partners For Success, I Have A Dream, and New Perspectives were programs which became the foundation for the newly created Division of Continuing Education in 1989. Simultaneously, these

programs were also strategies to assist in demonstrating Bank Street's Urban Initiatives Plan, a college-wide effort to influence and shape public education in New York City across several areas: early childhood, middle schools, and parent involvement through college/school partnerships. Other programs such as The NEH Folklore Institute and the Middle Schools Project became divisional programs at a later date. Bank Street Head Start and Vision 21 are the division's most recent programs.

Ideas for new programs or program expansion came from a variety of sources. As programs take shape, staff may notice a gap in the services being provided. In order to meet this need, they may develop a proposal to obtain funding for the provision of this service. This activity may extend and strengthen the existing program or may take on a life of its own. For example, as the numbers of parent training programs increased, our director for the Center for Family Support observed that there were no evaluations of these programs. She approached several foundations and soon obtained the funds needed to conduct a survey of parent programs. This action has since led to further discussions with the agencies surveyed to expand the initial survey.

The division's programs have continued to be dynamic, flexible and relevant to meet the changing needs of our richly diverse populations as well as the special interests and focus of funders. For example, **Partners for Success** has expanded its parent training and technical assistance to increasingly wider audiences through its creation of a **Center for Family Support**. While continuing to provide technical assistance to a larger number of community based organizations and other groups, the Center also disseminates information about Family Support through publication of articles, conference presentations and committee work, and conducts research about parent programs nationwide. **Project Healthy Choices** now includes work on Violence Prevention and Early Intervention education on its agenda to meet the needs of child care directors and elementary school personnel who request this training for their staffs. **The Liberty Partnerships Program** in collaboration with Bank Street's Family Center, has expanded the student internships in early child care as a model for pregnancy prevention, career exploration and esteem building through work success. And the **Middle Schools Program** has expanded its reform efforts to school districts 27 Queens and 15 Brooklyn where its three phases for school reform activities--learning, planning and implementation are being operationalized.

As program developers, we also scan the environment for local and national trends, become familiar with new legislation, social and educational policies, and listen to ideas from our colleagues and external partners. We constantly explore related areas for programs or courses and build upon our knowledge base and experience in responding to new requests from funders for proposals to develop new programs.

V. POPULATIONS SERVED

The populations served by programs and special projects within the Division of Continuing Education include:

1. Infants, Toddlers, Preschoolers and Elementary School Children. Infants, toddlers, and preschoolers are enrolled in District 30 Even Start and Bank Street Head Start Programs and their parents receive direct support and educational services from division staff, many of whom are experienced early childhood educators. These early childhood programs were developed in new and alternative settings such as in a shelter for homeless families, a public school, and community-based organizations. In the Vision 21 program, our staff is providing leadership for a systemic restructuring of the public elementary schools in Pittsburgh.

Our involvement in these programs, which focus on children, families, and the training of staff, furthers the college's mission and greatly extends Bank Street's outreach to a range of new constituencies. The Division has also forged new partnerships with community-based organizations, public institutions and new funding sources such as Head Start, the Mellon and Heinz foundations. The Even Start program enrolls over 70 families who attend activities at P.S. 111 Queens with their children. While the young children are engaged in developmental activities with experienced staff, their parents are engaged in adult education and personal development activities. **This program has been selected by the State Education Department as the model demonstration Even Start Program in New York City.**

2. The 200 Adolescents who, having been in the Liberty Partnerships Program (LPP) since junior high school or high school, are now preparing for college and the over 60 students enrolled in two I Had A Dream programs on campus. In describing the powerful impact of the supportive, nurturing, and academically and personally demanding environment created at the college by the Liberty Partnerships Program staff, David Penberg, the Program's first director, has clearly articulated the "transformations" which occurred within the students (and staff) during his four years as the program's director. (Experiencing Diversity, p. 141).

The LPP program is based on the belief that educators have the ability and responsibility to create the conditions and provide those opportunities which enable individuals to change themselves and their lives. Therefore, with the knowledge that "in the life of an adolescent change is often very quiet and incremental" and that adolescents "bring with them worlds of resiliency and resourcefulness," the program sought "ways to inspire young people to ask questions, to use their imagination, and to take responsibility for their own learning."(p.135)

One of the measurable outcomes of this successful program which continues to thrive under new leadership is the fact that of the 19 students who graduated from their respective high school during 1993 (3) and 1994 (16), 15 are currently attending colleges including Bard (2), Wesleyan (1), SUNY (3), Hampton (1), The New School (2), CUNY (4),Visual Arts (1) and Mercy College (1); another graduate has applied to Bard for the Spring semester and three graduates are employed. Another cohort of 46 seniors completed a College Preparation program at Bank Street which assisted them in preparing essays and completing college applications. As of May, 1995, 38 students will be attending various colleges in September 1995; 6 students are waiting for college responses; 1 student has deferred college entry for a year, and 1 student is employed full time. These students have been accepted in an impressive array of colleges and universities for the 1995-96 academic year. All Liberty students were referred to the program initially because they were at risk of dropping out of school for a variety of reasons. (Please refer to Appendix C for the list of graduates.)

The high percentage of Liberty students who have so far graduated from high school and have enrolled in college demonstrates the powerful impact and success of the school/college partnership as well as another avenue for operationalizing two of the national goals (Goals 2000). It also reflects the important role that Bank Street has played in the lives of adolescents, and consequently, in making an impact on public education. In the Schwartz' "I Have A Dream" program which also prepares adolescents for college, 30 students are enrolled in colleges throughout New York State, one is on internship and two are in vocational training programs.

3. **Educators and Other Adults** who work with children and families receive ongoing professional development through two program strategies:

A. On campus - Continuing professional education is offered through the New Perspectives Program which offers one and two credit graduate courses focusing on critical themes and topics in early childhood, elementary education, supervision and administration and parent education. Many of the current topics reflect curriculum approaches which benefit teachers and administrators as they strive to meet their individual adult learning needs. For one teacher a New Perspectives course provides a needed credit for a salary increase; for another, the course is one link in a lifelong learning commitment; for still another, it provides an alumni connection to the college.

The goals of the New Perspectives program are to provide a forum for diverse learning experiences for participants and equally important, to raise unrestricted revenues for the college. Serving approximately 1400 course enrollees annually, New Perspectives increase Bank Street's outreach by attracting over 500 students

each year who are **first time** students in Bank Street. Course design and development are guided by the following beliefs and values:

- Exploration and innovation within the context of an integrated approach to curriculum
- An understanding of diverse adult learning needs (hands on experiences mixed with substantive, intellectually stimulating content)
- A willingness to try new ideas
- An understanding of the social context of learning, and
- Opportunities to reflect on one's teaching/work with other professionals

New Perspectives courses are developed through outreach to students, teachers and administrators using questionnaires, focus groups, and market data analysis. The majority of the 1400 course enrollees are from Manhattan (40%). Brooklyn, Northern/Central New Jersey and Long Island contribute 36% and other tri-state areas (e.g. Westchester, Rockland and Lower Connecticut, etc.) contribute approximately 20%. During the summer semester, there is also a higher percentage of international students and students from across the United States registering for courses.

Student enrollment falls into two categories: matriculated students taking courses for or not for credit and non-matriculated students who may register for any course. The majority of graduate students who enroll in New Perspectives courses are not matriculated although many graduate students do enroll in courses of particular interest to them or to fulfill a graduation credit need. The majority of our enrollees have heard of Bank Street from friends and colleagues and welcome the opportunity to work with a particular faculty member, fulfill State-Mandated requirements or take courses which enhance their professional development.

The average enrollment in courses is about 11 students. Of those, over 60% will take the course for credit. Courses are marketed and promoted through the New Perspectives catalog which is developed three times a year and mailed to over 50,000 households each semester. Copies of the catalog are also available for pick up in the New Perspectives office and throughout the College. The catalog provides an important foundation for all other services that the New Perspectives staff provides: counseling by phone about different courses and the registration process; providing a connection between student and instructor before classes begin through pre-class mailings; linking the New Perspectives office to other branches of the college such as Finance and Alumni Affairs. Ultimately the catalog is an important instrument of public relations for the College. Even if a single catalog does not generate enrollment for a special course, it provides a voice for the institution to the world at large, and promotes interest in the College.

B. Off campus - Program staff in Project Healthy Choices, the Middle Schools Project, Vision 21, the Center for Family Support and more recently, the New Perspectives Program in Westchester all provide professional development to staffs in a range of child care agencies, Head Start programs, public schools and social agencies. The nature of this work varies from enabling teachers in East Harlem to create a safe environment in their classrooms where children may comfortably voice their fears or feelings about HIV/AIDS; helping teachers in a Head Start program to deal with the aggressive behavior which three and four year-olds bring into the classroom; enabling teachers to make classroom learning more meaningful and to be developers of their own curriculum through training, modeling and practice to working with middle schools as they commit to the restructuring process or training staffs in social service agencies in child development and parenting.

We envision staff development for pre-school programs as an area for growth since both the Reports from the Head Start Advisory Committee and the Carnegie Foundation have identified a need to improve quality in these programs through staff development.

VI. STAFF

The Dean's office has a core of seven full-time staff including New Perspectives staff. The remaining 18 staff members in the division work on funded projects. Leadership for each project is provided by an experienced director who is responsible for the hiring, supervision and evaluation of his/her staff. The directors report to the Dean or Associate Dean. In addition, approximately 40 adjuncts are hired each semester to teach courses in the New Perspectives program while 12-14 part-time instructors and counselors teach in the Liberty Program on Saturdays along with numerous volunteers.

Divisional staff is racially and ethnically diverse, have multidisciplinary backgrounds, and bring different professional and cultural perspectives and sensitivities to our work. Our sharing of these perspectives in weekly directors or monthly divisional meetings, formally or informally, further enriches our understanding of each other, of the different cultural groups with whom we work, and of the importance of questioning our perceptions and good intentions. The need to be flexible in implementing our programs, the ability to reflect on what we have learned from each project and how this learning is used to enhance and strengthen programs, and the ability to reshape our focus to meet a current funding criteria are all attitudes and approaches which we use as we work toward the implementation of successful programs.

Staff is encouraged to participate in ongoing professional development activities by attending, or seeking opportunities to present at conferences or workshops and to document their programs, both the processes and outcomes, through reports,

articles, and/or videotapes. Project Healthy Choices staff has developed and disseminated nationwide curriculum guides and training manuals, videotapes, audio tapes, a children's book about drugs and another about the interface between drugs and HIV/AIDS. The Center for Family Support has published articles on family support and the New York City Board of Education has produced a videotape on the Even Start program. (A listing of these dissemination tools are in Appendix B.)

VII. CROSS-COLLEGE COLLABORATION

An integral part of the college community, the Division of Continuing Education's vision, purpose, goals and programs are inextricably linked to all of the college's other programs and services. In addition, the Division represents a real model for cross-divisional collaboration. Several of its programs provide opportunities for a rich and varied range of interactions and collaborations for other staffs, graduate students, and alumni. For example, graduate students are frequently referred by their faculty to the Liberty Program for employment opportunities and several of our professional staff have earned their graduate degrees from the Graduate School while working in the division.

Cross-divisional collaboration serves as an important vehicle through which the Division of Continuing Education draws on the strengths, rich past and vast resources within Bank Street. Collaboration is essential to every activity in which we engage whether we need guidance from the Division of External Affairs to publicize a conference, make connections to Alumni, or research on grants; input and involvement from Graduate and Children's programs in developing an early intervention program or a Head Start Program or developing our budgets with Finance and Administration. The division is committed to collaborative problem-solving and inter-and intra-divisional climate-building to maximize productivity and collegial relations throughout the institution.

Some examples of these collaborations are:

1. Children's Programs. The Family Center has served as an internship and career exploration site for several Liberty students for the last two years. Family Center Director Margot Hammond has recently published an article entitled "Linking Teens With Tots" in a professional journal. According to Ms. Hammond, who is actively seeking additional funding to increase the numbers of adolescents working in child care settings and to pay them stipends, having the Liberty students work with babies and toddlers serves many purposes: this unique placement is at once a pregnancy prevention program, a career decision-making program, a child abuse prevention program, a self-esteem building program, and a valuable source of real work and income for the students. The students' presence also increases the young children's exposure to individuals from other racial and cultural groups.

Likewise, to meet the changing professional development needs of teachers working with infants and toddlers, the New Perspectives program and the Family Center together developed and offered a new learning opportunity, "The Bank Street Family Center Visit," wherein any one of five identified New Perspectives courses is linked to a visit in the Family Center. During the visit, students observe staff therapists working with an integrated curriculum, join a small group meeting with staff, and then engage in discussions with the program director. Both programs benefit fiscally from the tuition paid for the opportunity to link theory and practice.

The Family Center and the Division of Continuing Education are also collaborating in the implementation of the Bank Street Head Start Program in the Genesis Apartments at Union Square.

2. External Affairs. A valuable mechanism for cross-divisional work is the Division of External Affairs which often brings together diverse voices from across the college to discuss college-wide reaction to national policy issues such as "Goals 2000" to collaborate on funding opportunities, or to plan, write and produce the latest collegewide newspaper. Staff in this division also assists us in writing proposals.

3. Graduate School. Initial discussions with Graduate Special Education Programs around the need to introduce courses to meet the needs of educators who work or desire to work with deaf children led to the development of two courses in American Sign Language offered each summer since 1991 for credit in Graduate Programs. In addition, Dean Pflaum and the former Chair of Special Education, Dr. Sylvia Ross, joined Continuing Education staff in a visit with the graduate education faculty at Gallaudet University in 1992 to explore ways to collaborate.

Our Associate Dean, Eileen Wasow, is a member of the curriculum committee of the Graduate Programs which reviews and approves all credit courses offered in the college including those from the New Perspectives program. In this arena, the review process assists in maintaining standards by providing a vehicle for dialogue while also enabling committee members to keep abreast of developments in particular fields. Sometimes, Graduate School faculty make suggestions for New Perspectives courses because of the latter's greater flexibility in trying out new courses.

There are also several current Graduate Programs/Continuing Education joint projects including a collaboration between Parent/Infant Program and the Center for Family Support to produce a parent education training guide. Another joint project involving these two divisions is an evaluation research project on the NYC Board of Education's New Non-Traditional High Schools.

4. Cabinet. We have worked closely with the programmatic divisions to stimulate collaborative efforts and to utilize the college's rich resources and expertise in the

program development process. As a member of the President's cabinet, the Dean is able to share new program ideas and to learn from her colleagues about existing programs and the potential opportunities for cross-divisional collaboration.

The Division of Continuing Education has served as an area where professional staff who wish to explore and expand their special interests and talents or whose grants ended in other programs could seek new growth experiences. Several professional staff from other program areas in the college now work in continuing education. Another vehicle for cross divisional collaboration are collegewide committees; over 50% of our staff serve on college-wide committees which are truly cross-divisional and where individuals often meet each other for the first time.

VIII. FISCAL RESOURCES

One of the most challenging aspects of operating a continuing education division is balancing the needs and goals of our innovative education and human services programs which fulfill the institutional mission with the fiscal needs and goals of the College. Over the last five years, the Division of Continuing Education has generated over $10 million in revenues, with an average annual revenue of $2.2 million dollars. These revenues are a mixture of grants from public and private sources, and tuition from New Perspectives. Of the $2.6 million in revenue generated in 1993-94 , 81% came from grants and 19% from New Perspectives tuition.

Expenses over the last five years have averaged $1.9 million per year. Like many other continuing education programs, the major portion of the Division's expenses goes toward the salaries and benefits of its most precious resource, staff. During 1993-95, the Division employed 25 contracted employees and over 50 adjunct instructors and counselors. Of the 25 staff, there are two clerical and three administrative assistants titles.

The Division's return to the College, the difference between revenues and expenses, has averaged 14% of direct costs in the last five years. This percentage return is above the national average for continuing education programs. One report (Community Services Catalyst, Harris, 1988, p. 14) indicates that "a continuing education program is financially successful if it produces 10 percent above direct program costs." Moreover, continuing education programs are rarely self-sustaining, but, like Bank Street's Division of Continuing Education, they serve the valuable functions of linking the institution to new and diverse populations, and providing an additional source of unrestricted dollars.

IX. CONTRIBUTION TO THE COLLEGE'S MISSION

The Division of Continuing Education is positioned so that through its unique programs, it is indeed making a significant contribution to the college's mission in the following ways:

- Our New Perspectives program enrolls over 500 new students annually.

- Our Middle Schools Project provides a replicable model for district-wide middle schools restructuring by the N.Y.C. Board of Education.

- Our staff developers infuse principles of family support within N.Y.C. social service agencies and the public schools.

- Our models for prevention education programs through Project Healthy Choices have been effective in supporting the healthy development of young children in classrooms across the city.

- We provide the much needed professional development for teachers of deaf children.

- We train low-income heads of households to become child care providers in their homes or in early childhood classrooms.

- We enable teachers to develop diverse literacy and reasoning processes through the integration of folk literature, personal narrative and oral history into their curricula through the Folklore Research Center.

- The division designs and implements exemplary models of early childhood programs.

- We provide academic counseling and college study skills to enable adolescents to graduate from high school and enroll in college.

- We collaborate with Pittsburgh public schools to implement its restructuring efforts.

- The Even Start program is a designated model for family support programs in a public school.
- The division disseminates the results of its work---through presentations, radio talk shows, video productions, published articles and books.

- The division generates a respectable level of unrestricted fiscal contribution to the college.

•Our program directors share available evaluation and research results with the college at large and at national and local conferences.

X. LONG RANGE GOALS

The Division has recently prepared and submitted a draft of its long range plans to the College's Long Range Planning Committee. Our goals were developed within the context of the college's long range goals. In this document, we addressed our intentions to reshape and/or expand current programs based on the assessed needs of our adult learners, children in early childhood programs, parents, teachers in their classrooms, and staffs in social agencies. We also plan to strengthen our offerings in the area of new technologies and how these may be incorporated in classroom activities, to expand our training activities, and to continue addressing the needs of children and families who are at risk through the development of a Head Start program in NYC. Since space continues to be a problem on campus, we will be exploring more off-site options in the future.

The challenges to program continuity in the division are related to the greater unpredictability of funding in these "downsizing" times. Program directors who depend on funding from year to year are always concerned about funding for the next year. Over the past five years, Project Healthy Choices brought in revenues of $2,000,000 with an average return to the college of 34% and is today struggling to survive until an "approved for funding" letter arrives. This project had anticipated the termination of its final grant and had submitted at least five major proposals to the U.S. Department of Education. We later learned that no NYC program in drug prevention education was funded this year. A range of strategies were implemented to keep the project from closing since staff is still actively engaged in staff development work.

Another challenge is that grantors, particularly private funders and the State of New York, have put increasing restrictions on the indirect and up front administrative costs they will cover on grants. The New York State Education Department, for example, reimburses indirect costs at a rate of only 6% and has recently set limits on the percent allowed for fringe benefits -- usually four to eight percentage points below Bank Street's current rate of 36%.

However, while the challenges are many, there are also numerous opportunities to continue exploration in order to increase funding. Therefore, an ongoing goal is to develop a fundraising plan to boost our own unrestricted revenues. One such strategy involves a rethinking of the role and function of the Visiting Committee to the Division, which has been inactive this past year, but which will be reshaped to assist us in achieving our goal.

XI LOOKING TO THE FUTURE

As the Division reshapes its programs to meet the crisis facing children, families and communities, its commitment to developing and implementing quality programs, as well as its need to substantially increase revenue sources over the next five years, we will undertake the following strategies:

1) Strengthen the existing Bank Street Head Start program by identifying a new site to implement a direct service and professional development model in collaboration with Graduate and Children's programs.

2) Expand programs to serve Westchester County through the following:

a) offer a model of the New Perspectives programs to meet the professional development needs of teachers and other early childhood staffs in Westchester and Rockland counties and nearby Connecticut.
b) work with individual elementary schools in Westchester, New Jersey and Southern Connecticut to develop and implement a staff development program tailored to each school's needs.

3) Continue to seek funds to provide training for early intervention programs on a broader scale through linkages with the federal, state and local Departments of Health and other direct service agencies.

4) Position Bank Street as a major trainer and expert in the Family Support Approach through the use of the Parents' Voices Curriculum as a staff development and training strategy for early childhood, human services andother related staffs. Explore the University of Chicago School of Social Service Administration's invitation for the Center for Family Support to become one of its Professional Education and Training Organizational Partners.

5) Explore expansion of staff development activities in the Middle Schools Project with the NYC Board of Education's Middle Schools Initiatives.

REPORT ON
THE DIVISION OF CONTINUING EDUCATION

BIBLIOGRAPHY

Harris, Janet, "Operating a Noncredit Self-Supporting Continuing Education Program: The UTD Experience." The Community Services Catalyst, Winter, 1985, Vol. XV, #1.

Penberg, David, "Breaking Labels and Breaking Promises: The Liberty Partnerships Program at Bank Street College, 1989 - 1993." Pignatelli & Pflaum editors, Experiencing Diversity, Corwin Press, 1994.

Schorr, Lisbeth, Within Our Reach, New York, Doubleday, 1989.

Appendix A

Descriptions of Bank Street College's Continuing Education Programs

BANK STREET COLLEGE

DIVISION OF CONTINUING EDUCATION

PROGRAMS AND PROJECTS 1994 - 1995

I. EARLY CHILDHOOD PROGRAMS:

1. **EVEN START** - offers parenting classes, parent/child interactions, home visits, English as a Second Language and pre-GED classes, and early childhood services for families with young children who live in School District 30, Queens. Funded by the N.Y. State Education Department.

2. **PARTNERS FOR SUCCESS** - helps community based organizations develop family support programs for formerly homeless families in the S. Bronx, Central Harlem and Brooklyn. Funded by the Edna McConnell Clark Foundation, HUD, and other funders.

3. **PROJECT HEALTHY CHOICES** - develops prevention education programs supporting the healthy development of young children with a focus on contemporary issues affecting families: community and family violence, substance abuse, HIV/AIDS, and early intervention practices. **Project Interface** addresses the interface between alcohol, drugs and HIV/AIDS. Funded by the U.S. Dept. of Education/Drug Free Schools & Communities.

4. **EDUCATION ACCESS FOR DEAF CHILDREN** - offers staff development and in classroom work with teachers on approaches and trends in the education of deaf children, and American Sign Language (ASL) training for educators of deaf children.

5. **LITERACY LINKS** - A Partners for Success family support program designed to strengthen reading skills in adults and to foster a life-long love of books among young children. Each of the 6 Partner agencies will be able to purchase 150 books and some furniture for a library. Funded by the Vincent Astor Foundation.

6. **VISION 21** - Vision 21 is a three year collaboration with the Pittsburgh Public Schools designed to support the city's restructuring efforts. The goal of the project is to work with six Pittsburgh elementary schools to create models of child-centered learning environments. Funded by the Mellon and Heinz Foundations.

7. **FAMILY DAY CARE PROVIDER TRAINING PROGRAM** - designed to prepare homeless and low income women for employment as child care providers in their homes or in early childhood classrooms. The curriculum was developed to also enhance literacy skills, increase job readiness, and provide career/personal development strategies. A secondary goal is to increase the knowledge base of participants, who are often parents, in child development and parenting skills. Funded by the N.Y. State Department of Education/N.Y.C. Office of Employment Services (HRA).

8. **PROJECT RIGHT START** - a collaboration with John Burr Associates, the Free To Grow Programs (Columbia University's Center for Children and Poverty) and Head Start to develop strategies, including substance abuse prevention education and English as a Second Language, for preparing parents and other community members in Washington Heights as leaders in their community.

^^^^^^^^^^^^^^^^^^^^^^^^^^^^

II. MIDDLE AND HIGH SCHOOL PROGRAMS:

9. **LIBERTY PARTNERSHIPS PROGRAM** - provides comprehensive services to 250 students to 250 students in junior high and high schools in collaboration with Community School Districts 3 and 4, Bard College, The Dome Project, Loisaida Arts, Inc., Goldman, Sachs & Co., Street Project, Concerned Black Men, and Scholastic Magazine. Funded by the NYS Department of Education, Chase Manhattan Bank, The National Science Foundation, The Newland Foundation.

10. **I HAVE A DREAM PROGRAM** - coordinates after school, weekend and summer activities for 124 adolescents whose 6th grade classes were adopted by two sponsors. Almost one third of the Dreamers are currently enrolled in college. Sponsors are 1)Renee and Al Schwartz and 2) Robert Steinberg.

11. **THE MIDDLE SCHOOLS PROJECT** - Initially established to introduce career awareness within the curriculum for at risk middle schoolers, the project now focuses on broader instructional and organizational concerns within middle schools. Project staff is currently working on major restructuring activities in Brooklyn's District 13 and District 27 in Queens and also participates in evaluations of other school programs. Funded by the Dodge Foundation, Chemical Bank, Sumitomo Trust, and other funders.

^^^^^^^^^^^^^^^^^^^^^^^^^^^^

III. CONTINUING PROFESSIONAL EDUCATION:

12. **THE NEW PERSPECTIVES PROGRAMS** - offers short format graduate courses to teachers, administrators, and other staff who work with children and families. Courses cover issues in the areas of early childhood and elementary education, administration, parent education. Funded by tuition revenue.

a) CENTER FOR CAREER DEVELOPMENT - offers career information and skills building to educators and others who are considering a career change. Three workshops were offered during the Spring in collaboration with the Office of Alumni Affairs.

b) CONSULTATION FOR CORPORATE CHILD CARE PROGRAMS - available on request and developed to meet the specific consultation and training needs of the program.

c) STAFF DEVELOPMENT FOR TEACHERS - Early Childhood and Middle school specialists work with schools to determine specific needs and goals of curriculum development, team building, assessment, or content specific workshops.

13. **THE FOLKLORE RESEARCH CENTER** - offers Summer Folklore Institutes with year-long staff development for 35-40 teachers of grades 2-9 to integrate folk literature, personal narrative, oral and community history into curriculum to develop diverse literacies and reasoning processes. Funded by the National Endowment for the Humanities. The Center also supports **Curators of the Community**: an Intergenerational Folk Arts Apprenticeship for Elders and children in the Chinatown and Lower East Side communities.

^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^

Appendix B

Dissemination Tools

BANK STREET COLLEGE

DIVISION OF CONTINUING EDUCATION

PUBLICATIONS, VIDEOTAPES, AND OTHER DISSEMINATION TOOLS:

- PROJECT HEALTHY CHOICES:
  a) Curriculum Guide for Kindergarten, First and Second Grade

  b) "**What Would You Do?**" - an interactive Substance Abuse Prevention videotape that helps children develop personal and drug refusal skills in typical situations

  c) A three-segment **"Educational Personnel Training"** Video Program focusing on infusing substance prevention concepts in the early childhood curriculum and featuring Eileen Wasow as facilitator-narrator

  d) **"Safe Spaces: Drug and Alcohol Prevention Education for Special Needs and Drug Exposed K-2 Children"** - a Guide to the Staff Development Video Program

  e) Substance Abuse Prevention topics on 10 Audiotapes featuring a variety of specialists

  f) Maddy Centano, **"A Parent Resource Guide to Substance Abuse Prevention"**

  g) Project Healthy Choices featured in the Weston Woods Institute's Video Training Program, **"Three Steps to Drug Free Schools"** which distributed 1800 copies nationwide

  h) Project Aware - **"Family Chemical Dependency Prevention Education Workshops for School Professionals"**

- **Project Healthy Choices** - featured in Mathea Falco's **"The Making of a Drug Free America: Programs that Work"** - New York Times Book, 1992, pp. 46-50.

- Ann Mitchell and Eileen Wasow, **"Young Children and Drugs"**

- Bank Street College - **"No Way, Slippery Slick!,"** A child's first book about drugs, Harper Collins, 1991.

- **Project Healthy Choices - "Training Manual: The Interface Between Substance Abuse and HIV/AIDS"** - December, 1994.

- **Project Healthy Choices - "Stories From East Harlem: -** April, 1995.

MIDDLE SCHOOL PROJECT

• Videotape **"District 27 Q Middle Schools Restructuring"**, December, 1994.

• The work of the **Middle School Project** in Castle Hill Middle School, Bronx, was the subject of a symposium entitled **"Can School Change Happen?"** presented by Ken Jewell, Marian Howard and Jacqueline Rosen, at the Annual Ethnography in Education Research Forum, University of Pennsylvania in February, 1994.

• Ken Jewell and Jacqueline Rosen did research for, and wrote reports on **"School-Based Management/Shared Decision Making. A Study of Planning Schools (Report 2) 1991-92."** Office of Research, Evaluation and Assessment, New York City Board of Education, July, 1992 and **"Non-Traditional High Schools 1992-93."** Office of Educational Research, New York City Board of Education, September, 1993.

LIBERTY PARTNERSHIPS PROGRAM

• David Penberg, **"Breaking Labels and Breaking Promises: The Liberty Partnership at Bank Street College, 1989 - 1993"** in Pignatelli and Pflaum Experiencing Diversity, Corwin Press, 1994.

CENTER FOR ACCESS IN DEAF EDUCATION

• Fern Khan, **"Transitional Services for Hearing Impaired Young Adults Using the Continuing Education Division of A Community College,"** in the Journal of the American Deafness and Rehabilitation Association, Vol. 25, #1, 1991.

• Second **"Current Trends in the Education of Deaf Children"** held at Bank Street College on October 15, 1994. Videotapes available.

• Jen Longley presented a workshop on **"Empowering Families: An Advocate's Role"** at the Third National Forum on Mental Health and Deafness at the Center on Deafness in Chicago on November 2-4, 1994.

• CENTER FOR FAMILY SUPPORT

a) Bill Rath, **"Families and Children in Transition"** - based on visits to 20 service-enriched transitional housing programs for the homeless nationwide

b) Toni Porter, **"Just Like Any Parent: Child Care Choices of Welfare Mothers"**

c) Toni Porter, **"A Survey/Comparison of Publicly Funded Parenting Education Programs in New York City"** (1993).

d) Nancy Balaban and Rena Rice, **"Parents' Voices,"** a Family Support/Parent Education Curriculum.

e) The Birthgram Babybook, **"Welcome to the N.Y.C. Public Schools"**

f) Toni Porter, **"Partners for Success: Family Support for Formerly Homeless Families,"** Family Resource Coalition Report, 1992-93 No. 3

g) Project Even Start - a Videotape presentation describing the work of this District 30/Bank Street College/LAG collaboration.

- **VISION 21**

- A Developmental Approach to Block Building, Slide Presentation by Judith Gold. 1995

- **Vision 21**: An Interim Feedback Report Based on Evaluation Activities in the Spring, 1994, by Education Resources Group

Appendix C

Accomplishments of Selected Programs

ACCOMPLISHMENTS / OUTCOMES:

LIBERTY PARTNERSHIPS PROGRAM
GRADUATING HIGH SCHOOL SENIORS 1995

Carlos Alvarez	Alfred University
Madelyn Baez	Mount Holyoke/Cornell University
Jasmine Baulkman	Temple University *or* Clark Atlanta
Jennifer Boyd	Rutgers University
Sheila Caro	*awaiting word from CUNY*
Luis Castro	SUNY Purchase
Glenny Castro	Cornell University
Damaris Collado	Dover Business School
Radha Collins	Boston College
David Crespo	*awaiting word from Bard College*
Cindy De La Mota	SUNY Binghamton
Dulyne Desmangles	NYU, *awaiting word from Bard College*
Daniel Ferrond	*awaiting word from CUNY*
Nicole Gadson	Howard University *or* Clark Atlanta
Ralph George	Buffalo State University
Tamara Gonzalez	Cornell University
Tanya Gonzalez	St. John's University
Larry Graham	*awaiting word from CUNY*
Deniel Grant	Alabama State University
Lillian Green	Borough of Manhattan Community College
Joy Harper	Borough of Manhattan Community College
Amin Harris	*accepted SUNY Farmingdale /Canton College of Technology*
Tyrone Howze	Employed full time at a nursing home
Shawnna Jackson	New York University
Nick Korounis	Long Island University
Jenny Laracuente	University of Rochester
Zuria Lewis	Bard College
Jason Little	Bard College
Vincent Manning	Bard College
Dean Marshall	U.S. Army
Detris Marshall	Oxford College at Emory University
Kadidra McCloud	Syracuse University
Diana Mencia	Syracuse University *(awaiting word from Marymount)*
Nora Norat	Rockland Community College
Ceasar Passade	*awaiting word from SUNY*
Damayra Perez	Bard College
Shamiana Pond	Brown University
Julius Rada	*awaiting word from CUNY*
Alex Rameshwar	Howard University
Jillian Ramos	SUNY Oswego
Edith Reaves	City College
Marisol Seda	University of Rochester
Safiya Swan	Delaware State University
Kim Thompson	*deferring college for one year*
Yasmine Taylor-Hart	Hampton University *or* Fisk University
Aliage Walters	Delaware State University

MIDDLE SCHOOL PROJECT

ACCOMPLISHMENTS

- In District 27, Queens, designed model approach to school restructuring using teams at district and school levels in a three-stage program--learning, planning, implementing.
- Represented on NYC Board of Education Middle School Advisory Board, established to implement Bank Street College model in 15 school districts during the next 5 years.
- Worked with staff of the Wadleigh School, Manhattan, to create the School for Writing and Publishing, an exemplary alternative middle school.
- Worked with staff of Castle Hill JHS 127, Bronx, to restructure the school and to create the International Studies minischool.
- Conducted five-day Summer Institute on school restructuring for teachers, parents, administrators, school board members and community-based organization members in District 27, Queens.
- Provided staff development and technical assistance to a broad spectrum of school staffs in two NYC school districts.

OUTREACH (CONFERENCES, PUBLICATIONS...)

- With Jack Rosen (G.S.), as consultants to NYC Board of Education, researched and wrote a report "School-Based Management/Shared Decision-Making: A Study of Planning Schools (Report 2) 1991-92," The report was published in 1992.
- With Jackie Rosen (G.S.), as consultants to NYC Board of Education, researched and wrote a report "Non-Traditional High School, 1992-93." Report published in 1993.
- With Jackie Rosen (G.S.), as consultants to NYC Board of Education, conducted a study of twelve non-traditional high schools, 1992-94. Report in preparation.
- With Marian Howard (G.S.) and Jackie Rosen (G.S.),, presented two papers as part of a symposium "Can School Change Happen" at the annual Ethnography in Education Research Forum, University of Pennsylvania, 1994.
- With Jackie Rosen (G.S.), presented a paper as part of a symposium conducted by Graduate School faculty, D.C.E. and C.C.T. staff members, "Bank Street College's Urban Leadership Initiatives: Four Models of Educational Reform", at the annual conference of the American Educational Research Association, Atlanta, GA, 1993.

Ken Jewell, December 1994

CENTER FOR FAMILY SUPPORT

What have we accomplished?

1) Piloted a 10-week certificate course in family support for staff in 10 not-for-profit housing sponsors.

2) Developed a curriculum for Parent Training called Parents Voices, which is based on the Birthgram interactive model.

3) Provided Technical Assistance to several community-based organizations.

4) Conducted a study of publicly-funded parent education programs. (1992)

5) Produced two publications about Partners and Family Support Program.

6) Provided staff development on Parent Education to other Bank Street programs - Right Start. (1993 - 1994)

7) Implemented model Even Start program in District #30 Q. (1991 -- 1994)

8) Conducted study of training in 5 national family support programs. (in press) (1994)

9) Conducted Birthgram training for 20 agencies. (1992 - 1993)

10) Organized Conference on Family Support as a homeless prevention strategy for more than 120 people. (1991)

CENTER FOR ACCESS IN DEAF EDUCATION

Accomplishments

I. Staff Development/Courses

Continuing Professional Education Workshop "Teaching English to Deaf Students Through Reading and Writing," offered annually through the **New Perspectives Program** for teachers of deaf children.

Provided staff development to teachers of deaf children in their classrooms focusing on Big Books and Reading (1992).

Offered American Sign Language (ASL) courses within Bank Street's Graduate Program and Continuing Education Divisions.

Content on Deafness infused in 2 required courses in the Graduate School's Special Education Program.

Offered ASL course off campus to paraprofessionals in School District 13.

II. Outreach (Conferences, publications...)

First "Current Trends in the Education of Deaf Children" Conference held at Bank Street College in 1991.

Graduate Programs and Continuing Education staffs visited Gallaudet University to explore working together (1992).

Conducted an Assessment of the Staff Development Needs of Teachers of Deaf Children in NYC Schools, in December, 1993.

Second "Current Trends in the Education of Deaf Children" Conference held at Bank Street College on October 15, 1994.

Fern J. Khan, "Transitional Services for Hearing Impaired Young Adults Using the Continuing Education Division of A Community College," in the Journal of the American Deafness and Rehabilitation Association, Vol. 25, #1, 1991.

Two sections of ASL classes offered to staff on-site at J47.

III. Graduate Student Activities

Two graduate students served as student teachers in J47 School for the Deaf early childhood classrooms during the 1992-93 academic year.

Over 60 graduate students have enrolled in ASL courses offered through the Graduate Programs since 1990.

Graduate student with a background in the education of deaf children is special assistant to the Dean of Continuing Education.

Jen Longley presented a workshop on "Empowering Families: An Advocate's Role" at the Third National Forum on Mental Health and Deafness Conference at the Center on Deafness in Chicago in November, 1994.

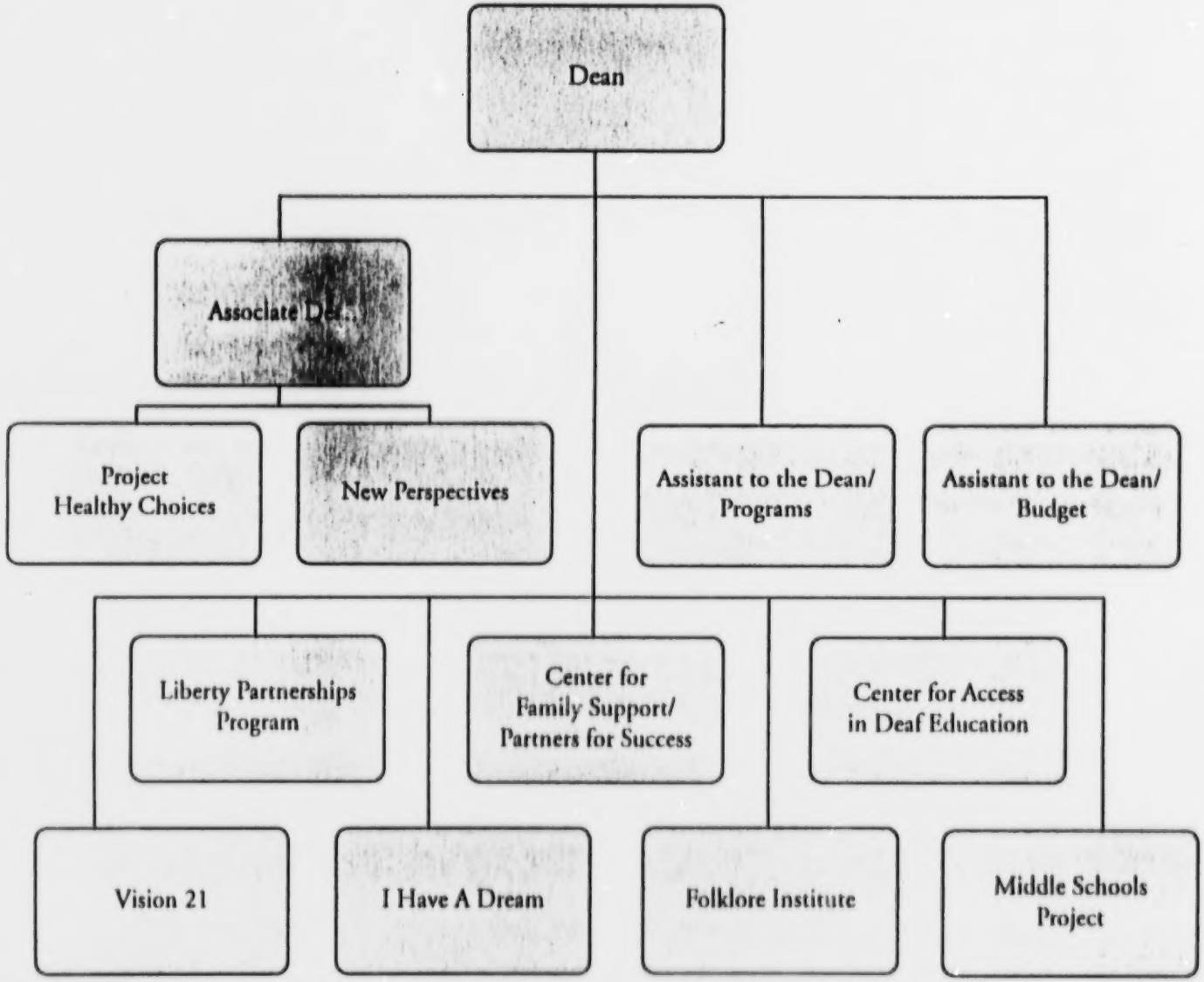
First deaf student completed her M.A. in Educational Administration at Bank Street College, 1994.

October 1994

Appendix D

Organizational Chart

Division of Continuing Education



BEST COPY AVAILABLE

Appendix E

Staff List

BANK STREET COLLEGE
DIVISION OF CONTINUING EDUCATION

1995-1996

DEAN'S OFFICE
Fern J. Khan, Dean
Eileen Wasow, Associate Dean
Elva Berger, Administrative Assistant
Merrill Lee Fuchs, Assistant to the Dean, Finance
Karen Paxton-Harris, Assistant to the Dean, Programs

NEW PERSPECTIVES
Eileen Wasow, Director
Liz Whelan, Program Adminstrator
Marianne Rivera, Office Assistant

PROJECT HEALTHY CHOICES
Carol Lippman, Director
Laurie Green, Special Education Staff Developer
Cheryl Trobiani, Administrative Coordinator

LIBERTY PARTNERSHIPS PROGRAM
Ilma Lima, Director
Rosario Fajardo, Administrative Assistant
Maureen Hornung, Counselor/Coordinator
Monica Scott, Afterschool Program Instructor/Coordinator

CENTER FOR FAMILY SUPPORT/PARTNERS FOR SUCCESS
Toni Porter, Director
Rena Rice, Coordinator of Training
Alex LaNoue, Administrative Assistant
Audrey Tindall-Harris, Staff Developer
Madelaine Centeno, Even Start Project Coordinator

FOLKLORE RESEARCH CENTER
Judith Pasamanick, Director

VISION 21 PITTSBURGH
Judith Gold, Director
Rob Caramella, Staff Developer
Diane Oltarzewski, Administrative Assistant

MIDDLE SCHOOL PROJECT
Ken Jewell, Director

Appendix F

List of Funders

Current Projects of
The Division of Continuing Education
List of Funders

BANK STREET HEAD START (1993), Karen Paxton-Harris, Head Start Director

N.Y.C. Human Resources Administration, Agency for Child Development
U.S. Department of Health and Human Services

CENTER FOR ACCESS IN DEAF EDUCATION (1992)

Beginning with Children Foundation, Inc.
New York City Board of Education - Community School District 75
New York City Board of Education - Citywide Programs

CENTER FOR FAMILY SUPPORT (1989), Toni Porter, Director

A. L. Mailman Family Foundation, Inc.
Botwinick-Wolfensohn Foundation
Child Care, Inc.
The Edna McConnell Clark Foundation
Edward and Ellen Roche Relief Foundation
The Frances L. and Edwin L. Cummings Memorial Fund
Greentree Foundation
Hasbro Children's Foundation
The Lavanburg-Corner House
New York City Board of Education - Community School District 30
Primerica Foundation
U.S. Department of Housing and Urban Development
Uris Brothers Foundation, Inc.
Van Ameringen Foundation, inc.
The Vincent Astor Foundation

FOLKLORE RESEARCH CENTER (1989), Dr. Judith Pasamanick, Director

The Bay Foundation
The Jean and Louis Dreyfus Foundation
The National Endowment for the Humanities

Current Projects of
The Division of Continuing Education
List of Funders

FOLKLORE RESEARCH CENTER (continued)

New York City Board of Education - Community School District 2
The New York Times Foundation
The Silverman Charitable Trust

I HAVE A DREAM (1988), Greg Feliciano, Coordinator

Al and Renee Schwartz, Sponsors

LIBERTY PARTNERSHIP PROGRAM (1989), Dr. Ilma Lima, Director

American Express Company
Jeremiah Blitzer
The Chase Manhattan Bank
Citibank, N.A.
The National Science Foundation
The New-Land Foundation Inc.
New York State Department of Education:

- Bureau of Liberty Partnerships Program Administration
- Bureau of Professional Career Opportunity Programs

The Robert Bowne Foundation, Inc.

THE MIDDLE SCHOOL PROJECT (1988), Dr. Ken Jewell, Director

Aaron Diamond Foundation
Adolph Coors
AT&T
Charles Frueauff Foundation
Charles Hayden Foundation
Chemical Bank
The Cleveland Dodge Foundation
The Frances L. and Edwin L. Cummings Memorial Fund
Heckscher Foundation for Children

Current Projects of
The Division of Continuing Education
List of Funders

THE MIDDLE SCHOOL PROJECT (continued)

Leon Lowenstein Foundation
Louis Calder Foundation
New York City Board of Education - Community School District 13
New York City Board of Education - Community School District 27
Sumitomo Trust & Banking LTD

PROJECT HEALTHY CHOICES (1988), Dr. Carol Lippman, Director

American Express Company
Manufacturers Hanover Trust Company
New York City Board of Education
New York City Council
New York Telephone Company
The Robert Wood Johnson Foundation
U.S. Department of Education - Drug Free Schools and Communities Program
Washington Square Fund

VISION 21 (1993), Judith Gold, Director

Richard King Mellon Foundation
Vira I. Heinz Endowment

Appendix G

Five-Year Revenue and Expense Trend

DIVISION OF CONTINUING EDUCATION

Five Year Revenue and Expense Trend

($'s in 000)

	1989-90			1990-91			1991-92			1992-93			1993-94		
	Revenue	Expense	Return	Revenue	Expense	Return	Revenue	Expense	Return	Revenue	Expense	Return	Revenue	Expense	Return
Grants	1,629	1,411	218	1,744	1,466	278	1,466	1,306	160	1,693	1,531	162	2,112	1,942	170
New Perspectives	399	302	97	378	339	39	466	338	128	495	330	165	488	368	120
Other	0	62	(62)	0	21	(21)	1	79	(78)	19	40	(21)	18	51	(33)
• Total	2,028	1,775	253	2,122	1,826	296	1,933	1,723	210	2,207	1,901	306	2,618	2,361	257

Appendix H

The New Perspectives and The Family Center Collaboration

NEW PERSPECTIVES
DIVISION OF CONTINUING EDUCATION
AND
THE FAMILY CENTER

BANK STREET COLLEGE OF EDUCATION

Infant and Parent Development

What are the new assessment laws? How do they affect my Center. Where can I find models of early intervention? How can I make inclusion work in my program? Come to Bank Street!

Find answers to your questions with a combination of visits to the Family Center and courses in New Perspectives.

> *Visit the Family Center, a model infant and toddler program for children (birth to 5) and their families. Spend a day observing, lunch with the Director, join a small group meeting with staff.*

Special discussion topics:

Creating a nurturing environment
Working with Diverse Parent Groups
Inclusion in Practice

Visitation Fee

One day	$125
Two days	$250

Related *New Perspectives* Courses

Integration of Children with Special Needs
Working with Parents in Early Childhood Settings
Designing Activities for Infants and Toddlers
Working with Infants and Toddlers
Helping Families of Children with Special Needs Find and Access Resources

Match your visit with the dates of the above courses and let your visit to Bank Street earn you graduate credits!

Call Margot Hammond, Director of the Family Center 875-4413 or Eileen Wasow, Director, New Perspectives 875-4656.

Appendix I

Long Range Goals

DIVISION OF CONTINUING EDUCATION

LONG RANGE GOALS
May, 1995

Introduction and Mission

The Division of Continuing Education is the outreach and professional development division of the college. Building on Bank Street's rich history of effective, multidisciplinary outreach efforts across the country and Lucy Sprague Mitchell's vision of the important role which schools must play in the lives of children and families, the Division implements its goals of linking the college to the larger educational community through a broad array of programs and strategies. We are committed to supporting the lifelong learning needs of adults who work in a variety of settings such as early childhood environments, schools, or community based organizations and to supporting the needs of children, birth through adolescence, and their families.

Consistent with the mission and philosophy of the College, the Division of Continuing Education's overall mission is to improve the education, growth and development of all children and of the adults who work with them. The Division translates this mission into action through the varied work undertaken by our staff and through our collaborations with very diverse constituencies. In so doing, we are guided by a set of core beliefs reflecting the original goals of Bank Street's founders and by a commitment to "engage actively in social reconstruction".

Long Range Goals

The Division of Continuing Education is an integral part of the college community. Therefore, as the process to formulate divisional goals began, we were cognizant that these goals needed to be consistent with the college's long range goals. Divisional representation on the Long Range Planning Committee ensured active participation in the development of collegewide long range goals and facilitated the link between the two sets of goals.

The Division of Continuing Education's long range goals were therefore developed within the context of the college's long range goals whose major themes included strengthening and/or promoting: Bank Street's role in the areas of school reform; Bank Street's leadership role in research, scholarship, practice and dissemination; Bank Street's approach to diversity and inclusiveness: Bank Street's responses to the challenges of urban education; Bank Street's achievement of financial stability; and, Bank Street's achievement of a productive climate for the college as a working community.

In our long range plans, the Division of Continuing Education intends to reshape and/or expand current programs based on the assessed needs of our adult learners, children in early childhood programs, adolescents in middle and high school programs, parents, teachers in their classrooms, and staffs in social agencies. In creating new models of teaching and learning that focuses on young children, the Center for Family Support developed the EVEN START program which has been cited as a model for serving parents, infants and toddlers using a family support approach by the N.Y. State Education Department. We also plan to expand our training activities to staffs in preschool, Head Start Centers, and other early childhood programs, to enable staffs to develop their own curriculum, to continue addressing the needs of children and families who are at risk through the development of a Bank Street Head Start program in NYC, and to strengthen our offerings in the area of new technologies and how these may be incorporated in classroom activities. Since space continues to be a problem on campus, we will explore more off-site options in the future.

As the Division reshapes its programs to meet the crisis facing children, families and communities, its commitment to developing and implementing quality programs, as well as its need to substantially increase its revenue sources over the next five years, we will undertake the following strategies:

1) Strengthen the existing Bank Street Head Start program by identifying a new site to implement an exemplary **direct service** and **professional development** model in collaboration with Graduate and Children's programs. (Collegewide L.R. goals (CLR) #s1 & 4)

2) Expand programs to serve Westchester County through the following:

a) offer a model of the **New Perspectives** program to meet the professional development needs of teachers and other early childhood staffs in Westchester, Rockland counties and nearby Connecticut.

b) work with individual elementary schools in Westchester, nearby New Jersey and Southern Connecticut to develop and implement a **staff development program** tailored to each school's needs.(C.L.R. goals #s1,2,4,6)

3) Seek funds to provide training for **early intervention programs** on a broader scale through linkages with the federal, state and local Departments of Health, Education, and other direct service agencies.(C.L.R. goals#s 1&4)

4) Position Bank Street as a major **trainer and expert in the Family Support Approach** through the use of the **Parents' Voices** Curriculum as a staff development and training strategy for early childhood, human services and other related staffs. Explore the Univ. of Chicago School of Social Service Administration's invitation for the Center for Family Support to become one of

its Professional Education and Training Organizational Partners.(C.L.R. goals #s 1,2,3,4,)

5) Explore **expansion of staff development activities in the Middle Schools Project** with the NYC Board of Education's Middle Schools Initiatives. Work toward the creation of a Center for Middle Schools Restructuring. (L.R. goal #s1,2,4,)

6) Restructure the role and function of the **Visiting Committee** to serve the division's need for increased revenues as well as the identification of ways to further disseminate our work.(L.R.goal #5)

The Issues and Challenges

• The challenges to program continuity in the division are related to the greater unpredictability of funding in these "downsizing" times. Program directors who depend on funding from year to year are always concerned about funding for the next year. For example, over the past five years, Project Healthy Choices brought in revenues of $2,000,000 with an average return to the college of 34%. Today this program is struggling to survive even though proposals worth almost three million dollars were submitted to the U.S. Department of Education and other funders during the past 2 years. We later learned that no drug prevention education projects were funded this year by the federal government. Since the program staff is still engaged in staff development work, several fiscal decisions were made internally to pay staff salaries, with two members working reduced work loads, to the end of the contract year.

• Another challenge is that grantors, particularly private funders and the State of New York, have put increasing restrictions on the indirect and up front administrative costs they will cover on grants. The New York State Education Department, for example, reimburses indirect costs at a rate of only 6% and has recently set limits on the percent allowed for fringe benefits, usually four to eight percentage points below Bank Street's current rate of 36%.

• Lack of suitable office space often triggers territorial problems which are difficult to resolve given the overall unavailability of adequate space in the institution. While accommodations are often made, the quality of life remains an issue. For example, if a student is being served in the New Perspectives office, no one can then enter or leave the very open director's 'office' without the student moving aside to allow entry or exit. This program really needs to be relocated to a more tolerable environment and with an office for the Director.

However, while the challenges are many, there are also numerous opportunities to broaden our conversations with new partners around areas for program development and collaborations and to continue to identify new strategies to increase revenues. Therefore, our fiscal goals include:

1. The development of a fundraising plan to boost our own unrestricted revenues.

2. The building of a reserve or a restructuring of the budget to cover salaries and benefits for core staff especially in these fiscally uncertain times

3. The building of a reserve to serve as a bridge grant for staff between the ending of a project and the guaranteed receipt of funding for the continuation of that project or for a new project.

The building of an endowment for the Division of Continuing Education is one way to achieve our fiscal goals and to ensure greater fiscal stability within the division. During this year, we will rethink and possibly redefine the role and function of the Division's Visiting Committee to focus on fund raising. Although the committee did not meet during this past year, we have kept members informed about divisional activities by direct contact or through the mailing of literature, and several members have individually been extremely helpful to us already. In addition, the committee will be expanded through the addition of new members during the next academic year.